 **STUDENT NAME\_\_\_\_Amanda McGregor\_\_\_\_**

**LEVEL \_\_\_\_4\_\_\_ DOMAIN & DIMENSION \_\_\_Humanities\_\_\_\_**

**DATE\_\_\_\_06/11/2009\_\_\_\_\_**

**LEARNING FOCUS-**

**Students have learning all about the Country of Nepal. A major focus of the unit has been on the Geography and distinctive landmarks of the country. Students have been researching the many natural wonders that this country contains. Students will be given a scenario and will use specific resources to complete the activity.**

**OBJECTIVE(S)** At the end of this lesson students will have:

* A sound knowledge of the geographical features of Nepal
* Be able to document the features of the is country that appeal to tourists
* Students will acquire and develop skills of researching and planning
* Students will co-operate in teams/groups
* Devised a travel itinerary as if they were going on holiday top Nepal, they will demonstrate what towns and places they wish to visit, for example visit Mount Everest
* Practice their persuasive skills in why their travel package is the best

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| TIMING | LEARNER ACTIVITIES | TEACHER ACTIVITY | RESOURCES |
| 5 mins    40 mins  Sessions progressively  30 minutes | Students sitting on floor listening to instructions  Students can choose own partners, and get to work designing own travel itinerary. | Introduce Activity to students:  Explain that in previous lessons how they have been researching and focussing on the country of Nepal. Students are to get into groups of 2, I, the teacher, am giving them $15, 000 to spend on a holiday to Nepal. Students have to devise their own Itinerary according to a list of criteria set out by teacher. Students will then present at end of class or when time permits.  Explain Criteria:  -flights: where you fly out from, where into Nepal, what is the International Airport called,  Can you fly into neighbouring countries such as china and India and make your way to Nepal from there? If so, how?   * At least 6 stopovers, in the country. E.g must visit 6 different places of interest, explain where, mark on map where, what can you do their? What is the attraction? * Language? Any barriers or problems expected? * What is your main mode of transport? Etc   **Walk around room as students will need assistance with activity.**  **Once students have been given enough time (this lesson may need to be spread over 3 or more sessions) and all students are completed, students present their itineraries to their class in a persuasive type style of why the teacher should choose their travel package.**  **Teacher will take notes on each presentation, and award a prize to the winner. But also remembering to encourage and congratulate each presentation.** | Computer  Internet  Netbooks  Have a criteria sheet planned and handed out to all groups |
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